The WICHE Interstate Passport Initiative: Role of the Pilot State Facilitators

1. Interactions with institutional contacts and faculty
2. Convening and facilitating conversations within and across institutions
3. Participation in Passport project meetings and conversations
4. Documenting and reporting
The WICHE Interstate Passport Initiative: Role of the Pilot State Facilitators

Passport Process Model

- Single State
  - 2-year institution: General Education Core or System
  - 4-year institution: General Education Core
  - Integrate LEAP ELOs
  - Define how students will demonstrate they have met ELOs
    - State 1 set
    - State 2 set
    - State 3 set
    - State 4 set
    - State 5 set
  - Negotiate regional transfer agreements for General Education Core
  - Participants sign block transfer agreement "Passport Status"
The WICHE Interstate Passport Initiative: Role of the Pilot State Facilitators

1. INTERACTIONS WITH INSTITUTIONAL CONTACTS AND FACULTY

- Identify primary contacts at each 2 & 4 year institution

- Working with these contacts, identify, recruit and enlist faculty
  - Know General Education core content & current transfer requirements
  - Most open to considering moving to an outcomes based Gen Ed core
  - Able to engage in productive conversations with colleagues about outcomes based Gen Ed core aligned with LEAP ELOs

- If your state’s partners achieve Passport Status
  - Secure signature on regional agreement from appropriate parties in the state.
  - Work with registrars at partner institutions to implement “passport stamp” on transcripts.
  - Implement data collection and communication processes for continuous improvements.
The WICHE Interstate Passport Initiative: Role of the Pilot State Facilitators

2. CONVENE AND FACILITATE CONVERSATIONS WITHIN AND ACROSS INSTITUTIONS

- Convene meetings/conversations with contacts and faculty to
  - Determine current policies and practices on Gen Ed content and transfer
  - Determine the number (%) of students who transfer with an intact Gen Ed core
  - Determine the number of credits compared to native students that the transfer students have completed at graduation
  - Determine where institutions or systems are, in policy and in practice, with respect to the steps on the “Passport Process Model”

- Facilitate discussions needed to
  - Convert course based Gen Ed core to outcomes based Gen Ed core
  - Determine Gen Ed faculty knowledge of LEAP ELOs
  - Align Gen Ed course outcomes with LEAP ELOs
2. CONVENE AND FACILITATE CONVERSATIONS WITHIN AND ACROSS INSTITUTIONS

- Convene meetings/conversations with contacts and faculty of potential assessments
  - to document that students have achieved the Gen Ed core/LEAP ELOs
  - Include those used at other institutions
  - assist institutional contacts and faculty in adoption of assessments agreed upon by pairs of 2 and 4 year institutions

- Hold follow up meetings with state representatives as needed to make changes necessary to meet expectations for regional agreement.
3. PARTICIPATE IN PASSPORT PROJECT MEETINGS AND CONVERSATIONS

- Attend the January 19-20, 2012 train-the-trainer workshop to refine the regional passport process

- Provide input to pilot state coordinator and project manager on research needed to help shape this regional project as well as ones that arise because of it

- Participate in the passport negotiation meeting to review passport status applications and negotiate a regional agreement for “Passport Status”
4. DOCUMENTING AND REPORTING

- Document process for moving to outcome based Gen Ed core aligned with LEAP ELOs
- Document process for moving to adoption of assessments of student mastery of the Gen Ed core
- Prepare Interstate Passport Status application for regional negotiation process.
- Identify and publicize Introduction to the Interstate Passport Initiative webcast to appropriate state stakeholders
- Supply aggregate data for regional analysis
- Submit quarterly progress reports for your state to project manager
- Designate fiscal agent for
  - Year 1 State Meetings - November 15, 2011 and September 30, 2012
  - Year 2 State Meetings - October 1, 2012 and September 30, 2013
GE “Core” in California

- Community colleges usually have three GE options:
  - Local requirements for career and technical (non-transfer) certificates and degrees
  - Cal State (CSU) “GE Breadth” transfer
  - University of California (UC) Intersegmental GE Transfer Curriculum - “IGETC” (also accepted by CSU)
- CSU requires 13 lower division GE courses, of which four are essential prior to upper division transfer (see [www.calstate.edu/transfer](http://www.calstate.edu/transfer))
  - Mathematics/quantitative reasoning
  - Critical thinking
  - Written communication
  - Oral communication (not required for “IGETC”)
- The remaining nine CSU lower division requirements are in science (2), social science (3), humanities and arts (3), and lifelong learning and self-development (1).
- CSU and UC systems each evaluate community college courses to determine if they meet their GE requirements.
Transfer & LEAP in California

- **Transfer:**
  Two-year students who complete the four required GE courses and 60 transferable units with a “C” average are guaranteed admission to a CSU that serves their local area (but not to a specific major); if they complete the CSU GE Breadth or IGETC packages, they fulfill all lower-division GE requirements.

- **LEAP:**
  The CSU adopted the LEAP Essential Learning Outcomes (ELOs) in 2008, but it is up to each campus to incorporate and assess them (see [www.calstate.edu/eo/eo-1065.html](http://www.calstate.edu/eo/eo-1065.html)). CSU Sacramento has adopted graduation goals consistent with LEAP.

- **Plan to integrate ELOs:**
  - Continue to assist campuses with GE revision and assessment.
  - Disseminate LEAP (ELOs) to community colleges.
  - Pilot assessment of ELOs in four required GE areas and explore outcomes-based articulation at Cosumnes River College and CSU Sacramento.
  - Draw on lessons learned from related initiatives – “Give Students a Compass” (see [www.calstate.edu/app/compass](http://www.calstate.edu/app/compass)) and AAC&U’s Quality Collaboratives.
Status of Hawaii Gen Ed Core Outcomes
Block Transfer

- Hawaii’s 2Yr Passport Institution: Leeward Community College; and 4 Yr Passport Institution: Univ. Hawaii-West Oahu

- 2 Yr & 4 Yr Institutions’ Gen Ed Cores are conceptually identical: – (12 credits “Foundation” courses; 19 credits “Diversification” courses = 31 credits total core

- Degree of Alignment of 2 Yr & 4 Yr Gen Ed Core
  - Gen Ed cores are aligned between institutions;
  - Specific course equivalency assessments are ongoing
Leeward/UHWO share the same general education core requirements (31 credits)

For the AA Degree
The 31 credits of general education core requirements consist of the following:

12 credits in Foundation Requirements
  3 cr. in Written Communication (FW)
  3 cr. in Symbolic Reasoning (FS)
  6 cr. in Global Multicultural Perspectives (FG)

19 credits in Diversification Requirements
  6 cr. in Arts, Humanities, Literatures from two separate sub-categories (DA, DH, DL)
  6 cr. in Social Sciences (DS) from two different disciplines
  7 cr. in Natural Sciences (2 courses and 1 lab)
    One course in Biological Science (DB)
    One course in Physical Science (DP)
    One of the courses must include a lab (DY)
General Education Outcomes

**Critical Thinking**
Make critical judgements and apply critical reasoning to address challenges and solve problems.

1. Identify and state problems, issues, arguments and questions contained in a body of information.
2. Identify and analyze assumptions and underlying points of view relating to an issue or problem.
3. Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions and assumptions through the use of appropriate evidence.
4. Synthesize information from various sources, drawing appropriate conclusions.
5. Demonstrate fundamental concepts intrinsic to aesthetic appreciation.
6. Demonstrate the understanding of the relationship between cause and effect.

**Technology and Information Literacy**
Make informed choices about uses of technology and information literacy for specific purposes.

1. Identify and define an information need.
2. Access information effectively and efficiently.
3. Make informed choices about technology.
4. Evaluate information and its sources for accuracy and authenticity.
5. Incorporate information into their knowledge base to accomplish a specific purpose.
6. Collect and present information ethically and legally, with an understanding of socio-economic issues.

**Oral Communication**
Gather information appropriately and communicate clearly both orally and in writing.

1. Identify and analyze the audience and purpose of any intended communication.
2. Gather, evaluate, select, and organize information for the communication.
3. Use language, techniques, and strategies appropriate to the audience and occasion.
4. Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.
5. Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
6. Use competent oral expression to initiate and sustain discussions.
Block transfer

- Executive policy—E5.209—governs transfers and articulations throughout 10-campus system
- Multi-campus agreement
- Automatic admit and reverse transfer policy (2010) for UH system
- Board driven gen ed alignments for gen ed core—committees meet at campus and system levels
LCC and UHWO are aligned now--next must map to LEAP

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LEAP Essential Learning Outcomes

LEAP 1
  • Knowledge of Human Cultures & the Physical World

LEAP 2
  • Intellectual & Practical Skills

LEAP 3
  • Personal & Social Responsibility

LEAP 4
  • Integrative Learning
## Lower Division General Education Requirement Transfer Agreement (GERTA)*

*Includes 11 NDUS colleges/universities and 5 ND tribal colleges

<table>
<thead>
<tr>
<th>General Education Area</th>
<th>Minimum Required Semester Hours</th>
</tr>
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<tbody>
<tr>
<td>Communications</td>
<td>9</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics, Science &amp; Technology</td>
<td>9</td>
</tr>
<tr>
<td>Institutional Specific (must be selected From one or more of the areas above)</td>
<td>6</td>
</tr>
</tbody>
</table>

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Completion of an AA or AS degree within the NDUS or tribal colleges include general education requirements. Lower division general education requirements deemed complete and transferable within North Dakota.

Note: Existing State-to-State Agreements with: CA, MN, MT, OR, SD, WA, and WY

Reference: [NDUS Procedure 403.7.1](#) [NDUS GERTA Guide](#)
LEAP Essential Learning Outcomes – A Proposed Model in ND
Newly formed ND General Education Council – Public, private, and tribal representatives

CORE Essential Learning Outcomes (Required of all participating institutions)
- “Breadth of Knowledge”
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Civic engagement

SELECTIVE Essential Learning Outcomes (Institutional preference based on mission)
- Quantitative literacy
- Information literacy
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundation and skills for lifelong learning

OPTIONAL Essential Learning Outcomes (Encouraged, but not required)
- Teamwork and problem solving
- Synthesis and cross-disciplinary work

Lisa Johnson, NDUS Director of Articulation and Transfer
1. Development of Current AAOT
   A. **2005** – OR Legislature Passes SB342
      Includes Mandate to Facilitate Student Transfer
   B. **Feb 2006 – Summer 2009** – Outcomes and Criteria for Gen Ed Courses in AAOT Defined and Approved by CC and Univ. Faculty
   C. **Fall 2009** - AAOT Course Outcomes and Criteria Approved by CC Instructional Administrators and Univ. Provosts
   D. **January 2010** - AAOT Course Outcomes and Criteria Adopted by Joint Boards of Education

2. Adoption of LEAP ELOs
   A. **Spring 2008** – OR Learning Outcomes & Assessment Task Force formed
   B. **Summer 2008** – OR becomes an AACU LEAP State
   C. **Fall 2008 – Spring 2009** – Campus ELOs and AAOT Course Outcomes and Criteria Mapped to LEAP ELOs
   D. **Feb 2011** - Final LO&A report presented to OUS Provosts Council
CURRENT STATUS AND IMPROVEMENT OF AAOT

Status of Current AAOT

A. POLICY
   Adopted by Joint Boards of Education
   2011 Legislative Session: HB3521 “Transfer Student Bill of Rights and Responsibilities”

B. ALIGNMENT WITH LEAP ELOs
   Has Been Completed

C. APPLICATION
   Very Small Number of CC Students Completing AAOT
   Need to Increase Awareness of CC & Univ. Faculty

D. ASSESSMENT OF PROFICIENCY Not Yet Addressed

Continuous Improvement of AAOT

A. Interstate Transfer Passport: University of OR & Lane CC + Eastern OR & Columbia Gorge CC

B. DQP

C. Assessment

D. Data on Use and Application of AAOT
Status of Utah Gen Ed Core Outcomes Block Transfer (Faculty Driven)

- **Utah’s 2Yr & 4 Yr Passport Institutions**: the entire Utah System of Higher Education – 8 colleges and universities

- **2 Yr Institutions’ Gen Ed Core** – 12 credit core with the Essential Learning Outcomes already in place

- **4 Yr Institutions’ Gen Ed Core** – the same and agreed upon in faculty discipline majors’ meetings

- **Degree of Alignment of 2 Yr & 4 Yr Gen Ed Core**
  - There is complete alignment with the General Education core in 37 academic disciplines.
  - Agreements are completely faculty driven.
Status of Utah Gen Ed Core Outcomes
Block Transfer (Faculty Driven)

- Utah’s Current Gen Ed Core Block Transfer Policy
  - All General Education transfers seamlessly (Regents’ Policy R470)
  - General Education requirements met at the sending institutions are accepted at the receiving institutions.

- Utah’s Current Gen Ed Core Block Transfer Practice
  - Seamless transfer in policy and practice
  - 37 academic disciplines meet annually to update curriculum, pedagogy

- Status of Alignment of Utah’s Gen Ed Core Outcomes with AAC&U/LEAP Essential Learning Outcomes
  - Faculty have worked on the integration of the ELOs for four years.
  - Faculty are now discussing assessment of the ELOs.
  - Faculty have been meeting for 14 years and know and trust each other.
  - Faculty discussions continue at the annual “What is an Educated Person?” conference.